DOCUMENT RESUME

ED 332 834 RC 017 235

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TITLE Migrant Exemplary Program Nomination.
PUB DATE May 89
NOTE 23p.; Paper presented at the Annual Meeting of the National Association of State Directors of Migrant Education (Portland, OR, May 1-4, 1989).
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Demonstration Programs; *Dropout Prevention; English (Second Language); High Schools; Limited English Speaking; *Migrant Education; Migrant Problems; *Migrant Programs; Migrant Youth; *Parent Participation; Parent School Relationship; Program Descriptions
IDENTIFIERS *Yuma Union High School District AZ

ABSTRACT

This paper describes the migrant program in the Yuma (Arizona) Union High School District (YUHSD), and its documented successes in parental involvement and student graduation rate. Statistical profiles offer an image of the YUHSD and the migrant student population it serves. The migrant program's goal is to provide the best education possible by supplementing other school programs. Migrant resource centers were opened on each school campus to meet the immediate needs of active migrant students who arrive late and leave early in the school year. Programs for English as a Second Language (ESL) were created and encouraged for limited English proficient students. Subsequently, few ESL students have dropped out of high school. Other programs allow migrant students to receive credits through correspondence courses or attend extended-day classes to make up deficient credits. Also offered are summer school and counseling services that include bilingual counselors and dropout advisors. The YUHSD migrant program successfully encourages a high degree of parent involvement and teaches parents and students to become better advocates for themselves as they follow seasonal work to other districts. The document also describes countywide coordination and interstate tracking systems. Graphs and charts illustrate YUHD graduation figures for the past several years. (TES)

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Migrant Exemplary Program Nomination

by Anne K. Stadler

The Yuma Union High School District Migrant Program has been nominated for its demonstrated success as an unusually successful secondary school program serving disadvantaged youth. The program has been cited for excellence in the areas of parental involvement, and a higher than average migrant graduation rate when compared with local, state and national drop out statistics. District support for the Migrant Program has continued to grow with proven credibility and viable strategies which have demonstrated effectiveness in meeting the needs of migrant families.

Since Congress funded Title I Migrant Child Education projects in 1966, migrant educators have searched for ways to offer migrant children "choices not circumstances". Migrant Child Education is basically a drop out prevention program for children from 3 - 21 years of age who travel with their parents for seasonal or temporary work in agriculture, fishing, or forestry. Statistics show that migrant students are more at-risk of dropping out of high school than any other student population; yet, it appears that in comparing graduation statistics from feeder schools that have large migrant populations, more migrant students graduate from the Yuma Union High School District than non-migrant students from the same feeder schools.

Numerous factors contribute to the success of the YUHSD Migrant Program: 1) most notably, the coordination and collaboration between the migrant directors of the four elementary districts and the high school district; 2) the approval from the state migrant director's office; 3) the participation of the YUHSD Migrant director on the Interstate Migrant TEAM; 4) the support within the high school district administration and staff; 5) the cooperation with local agencies in the surrounding migrant communities; 6) the supplemental instructional programs that grant high school credit; 7) a strong district program for limited English proficient (LEP) students; 8) and education of migrant parents as a priority. Sensitive bilingual personnel at all levels search for innovative approaches to provide equal educational access for migrant students and parents and to offer positive role models within the district and the communities.

<u>Demographic Information</u>

Yuma is situated in the southwest corner of Arizona separated from California by the Colorado River on the north and west, and the Mexican border on the west and south. Yuma county has two major economic bases: the winter visitor trade from October to April, and year-round agricultural production. Major crops include citrus, lettuce, broccoli, cotton, and wheat. The unemployment rate varies from 20% -26% countywide during the year, with 40% unemployment in the agricultural areas surrounding the Yuma valley.

YUHSD MIGRANT PROGRAM PROFILE

Prior to the 1980-81 school year, the YUHSD Migrant Program was very limited. MSRTS records indicate 158 migrant students were identified in the two high schools in 1978-79. After conducting a needs assessment in the four elementary school districts which form the Yuma Union High School District, YUHSD expanded the Migrant Program by implementing supplemental instruction at the high schools and increasing support services to migrant families and students. Positive results were immediate as more students were identified, parent participation and involvement surged, and student academic needs were emphasized. More secondary students were identified on the MSRTS: approximately 400 students were identified in 1980; 951 were identified in 1984; and in 1988, 1206 migrant students were enrolled and received services from the Migrant Program. With an increase in agricultural production, the Migrant Program anticipates enrolling approximately 1400 migrant students in 1988-89, not counting drop-outs.

Approximately 900 of the 1206 identified migrant students in 1988 attended Kofa High School, which had a total school enrollment of 2615. The majority of the migrant students come from two feeder areas south of Yuma: the Gadsden School District, located 25 miles southwest of Yuma on the Mexican border, and the Somerton School District, located 12 miles southwest of Yuma. Yuma High School served 300 migrant students during 1988 with a total school enrollment of 2547. Ninety-nine (99%) percent of the migrant students are Hispanic; approximately 65% are limited English proficient (LEP); and about 35% are 18 -24 months older than their peers. (A significant characteristic of drop outs is the over-age factor due to grade retention, late entry into elementary school, and frequent mobility.)

There are four elementary school districts which feed into the Yuma Union High School District: Gadsden Elementary District, Somerton Elementary District, Yuma Elementary District, and Crane Elementary District. These elementary districts have had strong migrant programs since the late 1960's as the funding was primarily targeted for elementary schools. The Somerton Migrant Program has been honored on numerous occasions for its outstanding program. The Arizona Migrant Summer Institute, a hands-on workshop for teachers and aides, takes place in Somerton during the summer program. Each of the feeder school programs has 675-1100 identified migrant students; approximately 380 students enter the high schools as freshmen.

Graduation Statistics

Needs assessment data has remained fairly constant over the years. The migrant annual reports indicate the following graduation profile: in 1978-79 there were forty (40) migrant graduates; in 1980-81 there were ninety-two (92) graduates; and in 1986-87 one hundred and seventy two (172) students graduated from YUHSD. (See graph on page 14.)

Based on eighth grade graduation information from the two elementary feeder schools with the largest migrant populations (Gadsden and Somerton Elementary Districts), a significantly higher percentage of migrant students graduate from Kofa High School in some years as compared to the non-migrant graduates. (See statistics on pages 15-16.) This data also indicates a lower percentage of migrant drop outs as compared to non-migrant drop outs from the same class. For example, in 1984, Somerton Junior High graduated 145 students: 75 migrant and 70 non-migrant. From the class of 1988, 51 (68%) of the migrant students graduated from Kofa High School and 26 (36%) of the non-migrant students graduated for a total of 77 (55%) of the 145 junior high graduates. Of the 60 students who dropped out, 20 (25%) were migrants and 40 (57%) were non-migrant (total of 41% of the Somerton 1984 class). Fourteen (14) students did not enter high school: 5 migrants and 9 non-migrants.

Reviewing the Gadsden Junior High data from 1983, 81 students graduated from the eighth grade: 56 were migrant and 25 were non-migrant. Thirty eight (68%) of the migrant students graduated from Kofa High School; nine (36%) of the non-migrant students graduated. Sixteen (29%) of the migrant students dropped out of high school; and 16 (64%) of the non-migrant students dropped out (a total of 40% of the Gadsden 1983 class).

The data from the Somerton Junior High graduating classes of 1982, 1983, and 1984 reflects a consistent pattern in the percentage of migrant graduates versus the percentage of non-migrant graduates. The Gadsden Junior High data for 1982 is very similar to the 1984 data, and does not reflect a notable difference in the percentages of migrant and non-migrant graduates; but, as stated above, the 1983 data is significantly different.

There are approximately 600 migrant files of students who have enrolled and dropped out of YUHSD high schools since 1984; it is a state and district priority this year to identify migrant students, estimated to be an additional 600 secondary students, who have never enrolled in the district. Last year local elementary school districts experienced a 20% growth in migrant student enrollment by January 1988; the high school district counted less than a 5% increase. Parents verified that numerous students were working in the fields and were not enrolled in school even though the state law requires students to be enrolled in school until the age of 16 or completion of the sophomore year.

PROJECT GOALS AND DESCRIPTION

The Yuma Union High School District Migrant Program goal is to provide the best education possible by supplementing the district's educational programs where necessary. Two major components form the basis of the program: providing supplemental instructional programs and maintaining open communication with parents, students, and the school.

The first project goal, which is instructional, is "to accrue secondary credits in order to meet graduation requirements". Depending on the needs of each campus, there are resource centers, extended day classes, P.A.S.S. programs, bilingual migrant counselors, and a part-time drop out advisor. Each of the instructional components serves a specific need and not all migrant students need supplemental academic instruction.

Migrant Resource Centers

Migrant Resource Centers were opened on each campus to meet the immediate need of the active migrant student who arrives late (not having been in school) and leaves early in the spring (and will not enter school at the next site). Since 1980, active migrant students who arrived at Kofa or Yuma High School and had not been enrolled in any school district by November 1st, were placed in the migrant resource centers for no credit; they were allowed to make up work for four (4) required courses for credit.

Prior to 1979-80, these students were not allowed in school for credit and were encouraged to wait until second semester to enter. Based on a 1987 state attorney general's opinion, students who arrive late and have not been in another high school are allowed to enter at any time for appropriate credit in accordance with the North Central Accreditation Association standard of 60 contact hours per credit. This allows more flexibility for the active migrant student who works in the fields into October/November in California, then returns to the Yuma area for six months.

Other migrant students who are placed in the resource rooms have been identified as limited English proficient (LEP), and/or deficient in secondary credits and basic secondary skills, and/or needing special attention as recommended by counselors, parents, teachers or student. Sensitive bilingual teachers work with the students to improve their basic skills in oral language, reading and writing, basic study habits, test taking and note taking skills, and work towards accruing credits. Migrant students from other classes "drop in" to take tests, receive special assistance with vocabulary development, book reports, etc. Because these students are at various levels in terms of language skills in both English and Spanish (their first language), resource teachers as well as all district classroom teachers are challenged. The resource teachers try to

maintain good communication with all teachers and counselors, and sensitize them to the special needs of the migrant student. Resource teachers and migrant counselors check student progress frequently and adjust the student's classwork in the resource centers as needed. Parents are informed of student progress or lack of progress, and parents are encouraged to visit the classrooms.

English As A Second Language (ESL)

Based on individual needs assessments of students in the resource centers, supplemental instruction in oral language development and ESL instruction became the focus of several class sections. The migrant teachers and counselors attended inservices, workshops and conferences, acted as advocates for these students, and took graduate level classes towards endorsement or certification in ESL and bilingual education as they supported the district in meeting the growing needs of its ESL population. With their broad experience and educational background in working with ESL/LEP students, the migrant program personnel became instrumental in developing the district's English as a Second Language Program. (Approximately 65% of Kofa High's 220 ESL students are migrant; about 35% of Yuma High's 135 ESL students are migrant.) With the direction and leadership of the migrant director, the district ESL program has begun to comply with the 1984 state law requiring identification and assessment of language minority students and placement in an appropriate program for limited English proficient (LEP) students. In January 1988, the Migrant Coodinator was assigned to the position of Migrant/ESL Director.

Other positive results of this advocacy for LEP migrant students include a strong cooperation and coordination between elementary ESL programs and the high school district; adoption of the same basic ESL program, English for LEP Students (ELEPS), for grades K-12; school visitations across the border to foster cultural sensitivity and acceptance; university programs in Yuma offering teacher training in ESL and bilingual education for all educators; on-going workshops, conferences and training for all county educators who teach LEP migrant children; active participation in local, state and national ESL organizations with presentations by high school teachers on "teaching the LEP migrant student" at state conferences.

Fewer ESL students have dropped out of high school since the adoption of the ELEPS program in 1985 (5 students out of 340 ESL students dropped in 1987-88 as opposed to 65% of the ESL students enrolled in 1980-1984). The students speak highly of the program, and more ESL students are graduating from high school and continuing with post secondary education.

P.A.S.S. Program

The Portable Assisted Study Sequence program (P.A.S.S.) allows migrant students to receive credit through correspondence in one of 35 courses if the student is deficient in credits. The P.A.S.S. program is accredited by the North Central Accreditation Association, and credit is granted by Tolleson High School in Arizona. Of the 253 students enrolled in P.A.S.S. from September 1986 to April 1988, 36% (92) of the courses were completed for credit. Counselors enroll credit deficient students in P.A.S.S. courses as a drop out prevention strategy; some students do drop out of school, but on occasion students have returned up to two years later to finish the courses and graduate!

The YUHSD Migrant Program began purchasing P.A.S.S. courses from California in the spring of 1983 to meet an increasing need for active migrant students who arrive late, leave early, and work in the fields during the summer. Based on the success and the statewide need, in 1985, the state migrant program implemented Arizona's P.A.S.S. Program for all secondary migrant projects. It is a popular alternative course of study during the summer for active migrant students who work in California, Arizona, Oregon, Idaho, Colorado, and Washington. Tests must be given by a certified teacher. With the assistance of the Interstate Migrant Secondary TEAM director, the migrant counselors or the director contacts other state migrant programs to administer P.A.S.S. tests, enroll the student in another course, send remaining materials, etc.

Extended Day Program

The Migrant Extended Day classes began in 1979 for students who were deficient in required credits, specifically English and Government/Free Enterprise. Classes were held in Somerton and Gadsden as most of the migrant students live in those communities. For most of those students, English is not their first language, and approximately 90% of the students taking Extended Day classes are LEP. Many students accrued the 1/2 -1 credit they needed to graduate, and the graduation rate doubled from 40 migrant graduates in 1978-79 to 80 migrant graduates in 1979-80. For those students who graduated, the primary goal of accruing secondary credit towards graduation was met. The program then began to expand and develop a secondary goal: that is to raise the awareness of district teachers and administrators to the migrant lifestyle and LEP student needs, and to develop cultural sensitivity.

An important change in the extended day classes occurred after district administrators visited California migrant schools in 1984 with the Interstate Migrant Secondary Schools Project. The classes were moved to the Kofa campus and held immediately after school. More teachers and administrators have become aware of the classes and a sense of ownership has developed. Fewer students need the English and government classes as their needs are more adequately met during the regular school day;

approximately 95 students per semester participate in the classes as compared to 160 students in 1982. In addition to the 4 English classes and 2 government/free enterprise classes, students also work on P.A.S.S. courses after school. In the spring of 1988, tutoring sessions with certified teachers and peers were established to assist the English as a Second Language (ESL) students with content subjects. The sessions expanded to include students who had not passed the reading, language, writing, or math mandates for graduation, and for LEP migrant students who needed assistance but were not in the resource centers. Tutoring sessions were soon offered off campus in the San Luis and Somerton libraries at the request of students and concerned community leaders. Because funds have not been increased since FY'86, this service has been discontinued and several extended day classes have been cut this year.

Summer School

A summer school program offering tuition assitance, language development classes, and P.A.S.S. courses has assisted credit deficient migrant students since 1982. Students apply for tuition assistance for the regular 7 week summer program offered in the high school district. Busing is also provided by the migrant summer project. For four to six weeks (depending on funding), the drop out advisor works with a liaison to identify students, enroll them in appropriate programs, and/or encourage them to continue their secondary studies. Since approximately 60% of Yuma county migrant students are active during the summer months, many migrant students are unable to make-up credits locally in the summer school program.

Goals For Youth

When the state migrant office approved the Goals For Youth program, the Somerton and YUHSD migrant programs sponsored two retired NFL player/counselors to work with migrant youths in grades 6-11. Player/counselors teach the goal setting process in weekly meetings to at-risk students for 18-36 week programs. The high school district Migrant and Vocational Education Programs sponsored a summer project that included facets in recreation, career assessment, and community service. Due to the success of the Goals For Youth model, other districts are sponsoring player/counselors, and inservices are being held for school personnel. Parent training in the goal setting process will be conducted in Spanish at parent meetings in 1988-89. The program is NFL affiliated and began 9 years ago with the migrant program in New York.

Bilingual Counselors

Counselors play a vital role in maintaining open communication between the student, the home, the school, and support services. On the needs assessment and program evaluations, migrant counselors consistently are ranked as the priority by parents, students, and teachers. Unfortunately, counselors do not grant credit, but they play the most important role possible: they advocate for the student, the parent, the teacher, the nurse, and the administrators. Counselors frequently bridge the communication gap between students and services; and, because of their strong cultural understanding, they are called upon to help develop self-confidence and self-esteem in the student.

Migrant counselors possess exceptional communication skills in both languages and they attend all migrant parent advisory council (MPAC) meetings and migrant functions. Their knowledge of the migrant and district programs allows them to facilitate student participation in all aspects of high school life.

With the high migrant population at Kofa High School the migrant counselor serves the active students who come late and leave early, and many of the non-English-speaking students, for a total student load of approximately 540: the other five counselors work with the remaining 360 migrant students. As a result of counselor advocacy, scholarships and grants for migrant graduates in 1986 totaled approximately $60,000.00. Ninety percent (90%) of the graduates indicated plans to continue with post secondary education at a junior college, university, vocational training program, or military service. Students who work after graduation often return to the counselor later to request financial aid assistance to continue with post secondary studies.

Drop Out Advisor

The drop out advisor position was created in response to the on-going program evaluation by teachers, parents and students, administrators, and community leaders. Program evaluations reveal that approximately 350 - 380 freshmen are enrolled in the high schools, but only 40 - 45% graduate. The percentage of graduates has remained fairly constant for the last five years.

The Interstate Migrant Secondary School Project collaborated with the YUHSD Migrant Program to identify a specific need and implement a cooperative effort between states to address an interstate need: interstate secondary drop outs. According to the MSRTS records, approximately 120 YUHSD migrant students traveled and/or worked in the Blythe, California area, and 65% of them were credit deficient. They were not enrolling in the summer school project in Blythe, and many were not returning to high school when they returned to Yuma. After meeting with the California regional migrant personnel and the IMSSP regional director, the Yuma-Blythe Interstate Summer Project was initiated in June 1985. A drop out advisor identified YUHSD (and other) migrant students in the Blythe, California area and

offered educational assistance and counseling. Students were enrolled in the P.A.S.S. program; drop outs were counselled back into high school, extended day classes, HEP, GED or vocational training programs; and community services were made available when necessary.

During the school year, the drop out advisor (a certified teacher) continued to identify and work on a very limited basis with potential drop outs as well as to retrieve students who had already dropped out. The summer interstate drop out work continued for two years until curtailed by decreased funding. The drop out advisor continues to search for drop outs and enroll them in tutoring, extended day classes or P.A.S.S. programs when applicable; offers counseling to students and parents; and maintains open communication between the home and school. School administrators have been very cooperative in working with the drop out advisor to meet the needs of the drop out; but due to extremely limited funding, the position may be discontinued in 1988-89.

Parent Involvement and Participation

Migrant parent involvement is one of the strong points of the YUHSD Migrant Program. Its success is due to various factors: 1) bilingual migrant staff; 2) monthly parent meetings and training; 3) cooperation and colloboration between elementary districts and the high school district; 4) parent visitations to school; 5) administrative support of parental participation; 6) direct involvement and contact by the program director with migrant families; and 7) a strong home-school liaison team. A feeling of trust between the parents and the school has been carefully developed and fostered by the migrant director, liaisons, and counselors. When there are school concerns, the district counts on migrant staff to communicate with the families; and when migrant families express particular concerns they contact migrant staff to communicate with the school authorities.

A major purpose of the YUHSD Migrant Program focuses on helping migrant students remain in school so they can receive the best education possible. In addition to the primary responsibility of identifying and recruiting secondary students for enrollment in the Migrant Student Record Transfer System (MSRTS), and in supplementing the district program, the migrant home-school liaisons contact parents regarding attendance, discipline, health, academic progress, testing, and community resources. The three liaisons work closely with the migrant counselors, teachers, school health offices, school attendance and discipline offices, and the Migrant Parent Advisory Council (MPAC).

Approximately 12-15 parent meetings are held during the school year. Beginning with the September meeting for each campus, the district superintendent welcomes parents and students to a new school year; then, campus level administrators address student involvement and extra curricular activities, attendance and discipline, transportation and health; and the migrant director outlines basic migrant program services. Migrant counselors annually explain credit accrual, grades, transcripts, programs, and services. MPAC officers and representatives from each campus are nominated at a fall meeting and 3-4 mini-MPAC meetings are held during the year for detailed input and responses to the monitor visits, amendments and proposals, needs assessment and program evaluation, and parent training.

Parent meetings are frequently held in conjunction with the elementary migrant parent advisory meetings at locations convenient to the migrant families. Presentations of particular interest to the parents over the last several years include: the Immigration and Naturalization Service Amnesty Program; drug identification/prevention/intervention; parenting techniques; Goals For Youth program; the Wrath of Grapes and other pesticide awareness programs for migrant field workers; building self confidence and self esteem in children; language development; post secondary opportunities; and program services offered by the local migrant health clinic, Project PEP, and Department of Economic Security (DES) Child Abuse. The annual May meeting is an awards banquet and celebration for graduating seniors who thank their parents and school personnel. Keynote speakers have included Dr. Manuel Escamilla from the University of Arizona minority recruitment office; Dr. Frances Amabisca, retired superintendent from Avondale School District, Avondale, Arizona; Mr. Jesse Vela, director of the Texas Migrant Interstate Program; and Ms. Susan M. Morse, director of Interstate Migrant Secondary TEAM Project.

Migrant program needs assessment and program evaluations are explained during home visits and at parent meetings. Parents visit the schools as part of the program evaluation. When the pressure for identification and recruitment slackens, the liaisons invite 8-10 parents to visit the campus for a day. Following an orientation of the migrant program services and MSRTS records for their children by the project director, parents meet with the principal and vice principals (whenever possible), and then become acquainted with the counseling and health offices and their record keeping system. After visiting migrant, ESL, vocational and selected district classes, the parents eat lunch in the school cafeteria (compliments of the vocational education program), and then discuss what they have seen, commenting or making recommendations. Parents are encouraged to become involved in the education of their children. The parents frequently comment that they feel good about being able to communicate with the Kofa principal, who is bilingual.

Due to the fact that 95% of the migrant parents do not speak English and many have less than a third grade education, the liaisons explain migrant services as well as school programs when they meet with parents. The latter includes the school lunch program, guidance and counseling services, special education program(s), health office services and procedures, athletics and extracurricular activities, transportation, attendance and discipline. The district mails a bilingual parent handbook home in September, but migrant parents frequently need assistance in understanding educational institutions and in helping their children accrue credits towards graduation.

Thirteen years ago the Somerton Migrant Program initiated visitations to Kofa High School by migrant parents and eighth graders in response to parent requests to know more about secondary education and how late arrival migrant students would be accepted into classes. As a result of the parental involvement, the problem has been resolved for students arriving after the school year has begun; and for the past four years, student council has sponsored student visitations for all schools. Also, the fall open house, coordinated by the migrant director for migrant, ESL, and vocational classes since 1980, has been expanded by the campuses to include all programs, services, and extracurricular activities. Transportation for parents in the Somerton, San Luis and Gadsden areas is provided by the school and coordinated by the migrant program. Bilingual student guides assist parents on the school tour.

Parent and student participation has been excellent at spring meetings held during the registration period for in-coming freshmen. Migrant staff assist the district in contacting parents and participate in the meetings that are held in the feeder schools to explain school and program services. After the vice principal explains the registration procedure; counselors outline academic programs and other services available to the students; and club directors and coaches meet prospective participants. The migrant counselors explain migrant program services and the district policiy for late arrival migrant students. Migrant students, who will be arriving late in October - December, are encouraged to enroll in school at the beginning of the fall semester, if possible, to avoid becoming credit deficient upon their arrival in the YUHSD.

<u>Interstate Cooperation</u>

Another migrant program goal is to teach parents and students to become advocates for themselves as they follow the crops and try to enroll in schools. The Interstate Migrant Secondary TEAM Project has been instrumental in raising the awareness of the importance of secondary credit accrual towards graduation, in assisting our students in enrolling in migrant programs in the western states, and in using the MSRTS tracking system to the student's best advantage. The site visitations, parent and staff trainings, and discussions of problem areas, as well as

successful programs, have benefitted the 17 western states that participated in the Interstate Migrant Secondary TEAM Project (IMSTP). The YUHSD Migrant Project Director was an active member of IMSTP, and all the migrant programs in Yuma county have participated in IMSTP trainings and workshops on drop outs, language development, and parent involvement and training. At the state Migrant Leadership Workshop in 1987, the drop out issue was addressed and directed by IMSTP members. Unfortunately, changes in funding special projects (143s) have eliminated this direct service to migrant programs and students.

Countywide Coordination

Based on the need to communicate with the high school district, migrant directors have been meeting monthly for the last twelve years to discuss common problems and to coordinate inservices, workshops, parent involvement and meetings. Some of the programs and trainings that affect migrant students include state mandated language testing, English as a Second Language (ESL) and bilingual programs, drop outs, and identification and recruitment techniques.

In November, a county-wide workshop for all migrant staff is organized by five migrant directors for approximately 200 - 250 school personnel working with migrant students. Other migrant projects, the state MPAC, the state migrant director, and specialists are invited. Topics have included language development, drop out identification and prevention, the Goals For Youth goal setting process, and communication and translation techniques. Strong support among the migrant programs has been a key factor in the success rate of high school migrant graduates as parents, teachers, aides, administrators and the communities express concern and interest and become involved in migrant education.

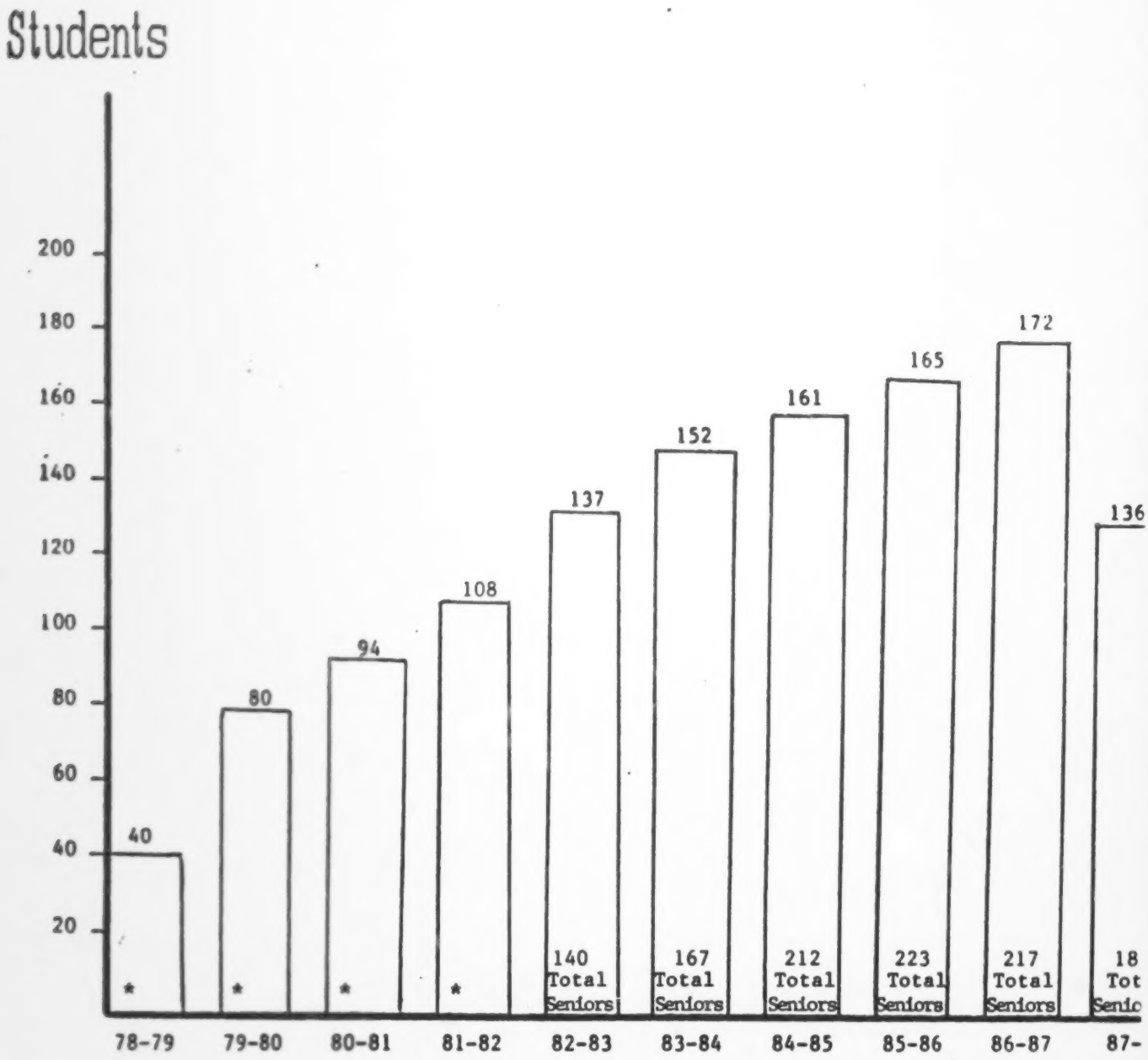
Migrant Director

The glue that holds the YUHSD Migrant Program together is the dedicated leadership of the migrant director. The director implements, monitors and supervises every facet of the program, instructional as well as support. The instructional component includes: the resource centers, the extended day classes, the P.A.S.S. program, the summer school program, the Goals For Youth program, the migrant counselors and the drop out advisor. Support services encompass the MSRTS data entry, home school liaisons, parent advisory council meetings, parent involvement, coordinator meetings and countywide coordination.

The director evaluates the program, writes the proposal and amendments, and conducts all parent and staff meetings. The director communicates and coordinates with the principals and campus level administrators concerning migrant program services, special student needs, and parental involvement. Each migrant employee is charged with the responsibility to advocate for migrant students and to sensitize others to the migrant lifestyle, and cultural and language differences.

With the consistent efforts of the migrant director, YUHSD administrators have demonstrated a willingness and openness to meet the special needs of the large and increasing migrant student population. Because district and campus administrators focus on student needs as a priority, the Yuma Union High School District Migrant Program has received state and national recognition for leadership and innovation in the education of migrant students in secondary schools. The success of the program rests on the cooperation and collaboration among all district programs, communities, parents, and students to offer migrant children "choices not circumstances" in a rapidly changing world of bilingual opportunities.

Migrant Student Graduates



* Total figures not available

GRADUATION PROFILE

SOMERTON ELEMENTARY SCHOOL DISTRICT

	Junior High School Graduates	Yuma Union High School District Graduates	High School Drop-Outs	Non-Graduates (* Still in School)	* Other
	1981	1985			
MIGRANT	104	50 (48%)	52 (50%)		2 (2%)
NON-MIGRANT	23	15 (65%)	8 (35%)		0 -
TOTAL	127	65 (51%)	60 (47%)		2 (2%)
	1982	1986			
MIGRANT	94	56 (60%)	36 (38%)	2 (2%)	** (1)
NON-MIGRANT	63	27 (43%)	34 (54%)	2 (3%)	0 -
TOTAL	157	83 (53%)	70 (44.5%)	4 (2.5%)	** 1 (1%)
	1983	1987			
MIGRANT	86	51 (59%)	34 (40%)		1 (1%)
NON-MIGRANT	50	23 (46%)	27 (54%)		0 -
TOTAL	136	74 (54%)	61 (45%)		1 (1%)
	1984	1988			
MIGRANT	75	51 (68%)	20 (25%)	3 (4%)	
NON-MIGRANT	70	26 (36%)	40 (57%)	2 (3%)	
TOTAL	145	77 (52%)	60 (41%)	5 (3%)	

* In-School Correspondece Mandates

* Deceased
Moved

** GED already included under drop-outs

GRADUATION PROFILE

GADSDEN ELEMENTARY SCHOOL DISTRICT

	Junior High School Graduates	Yuma Union High School District Graduates		High School Drop-Outs		Non-Graduates (* Still in School)		* Other	
	1981	1985							
MIGRANT	64	37	(58%)	25	(39%)			2	(3%)
NON-MIGRANT	11	6	(55%)	5	(45%)			0	-
TOTAL	75	43	(57%)	30	(40%)			2	(3%)
	1982	1986							
MIGRANT	57	32	(56%)	24	(42%)			1	(1%)
NON-MIGRANT	19	11	(58%)	8	(42%)			0	-
TOTAL	76	43	(57%)	32	(42%)			1	(1%)
	1983	1987							
MIGRANT	56	38	(68%)	16	(29%)	1	(1.5%)	1	(1.5%)
NON-MIGRANT	25	9	(36%)	16	(64%)	0	-	0	-
TOTAL	81	47	(58%)	32	(40%)	1	(1%)	1	(1%)
	1984	1988							
MIGRANT	49	31	(63%)	14	(29%)	3	(6%)	1	(2%)
NON-MIGRANT	27	16	(59%)	4	(15%)	5	(19%)	2	(7%)
TOTAL	76	47	(62%)	18	(24%)	8	(10%)	3	(4%)

* In-School Correspondece Mandates

* Deceased Moved

** GED already included under drop-outs

Finally, please note that the cover sheet requests the signatures of the Chapter 1 project coordinator (if appropriate), the district superintendent or chief operating officer (for a local school or a local district project, the president of the school board), and the Chief State School Officer. Forms that do not include these signatures will not be considered.

Ia. DISTRICT INFORMATION
(Complete for the nomination of a State and local compensatory education program or a Chapter 1 project which operates in a local school district. State agency programs should be described on page 4.)

A. School district data for year 1987-88 Yuma Union High School District

1. Enrollment 5,162

2. Total number of instructional staff 241

3. Grades or equivalent education span of district 9-12

4. What is the racial/ethnic background of students?

1.0	% American Indian or Native Alaskan
1.0	% Asian or Pacific Islander
51.50	% Hispanic
2.25	% Black, not of Hispanic Origin
44.25	% White, not of Hispanic Origin

5. In general, how would you classify the district?
Rural _____ Small town Isolated
Suburban _____ Urban _____

6. What percentage of the students in your district comes from low-income families? 34% (Please indicate how you determined this percent.)
The percentage was determined by student applications for free or reduced lunch as per Chapter I regulations.

The percentage of children from low-income families for each school during school year just ended:

Kofa High School	43%
Yuma High School	25%

7. Identify major demographic changes within the last 3-5 years.
a) an increase of approximately 6% annually in school enrollments
b) an increase of approximately 25% annually in limited English proficient (LEP) student enrollment
c) increased military personnel, winter visitor trade, and agricultural hand-picked acreage
d) improved regular medical & private mental health facilities
e) continued hospitality industry growth (services trade)
f) continued growth in maquiladora (twin plants) manufacturing trade
g) marked increase in construction, both residential & commercial
h) positive community growth in post secondary education opportunities

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ATTACHMENT B

Ic. PROGRAM/PROJECT INFORMATION
(All programs must complete this section.)

A. Project title: ECIA Chapter I Migrant

B. Program category (check only one category)

Chapter 1 Basic Grants to local educational agencies (LEAs) _____

Chapter 1 Migrant Education XXXX Section 141 _____
Section 143 _____

Chapter 1 Neglected/Delinquent _____
Chapter 1 Handicapped _____

State Funded Program _____
Locally Funded Program _____

C. Area(s) of service submitted and grade levels

Reading 9 - 12
Mathematics 9 - 12
Oral Language 9 - 12
Other Language Arts 9 - 12
Other (Specify) Secondary Tutorial

-Portable Assisted Study Sequence (P.A.S.S.) Program
-Extended Day Classes
-Guidance & Counseling
-Drop Out Advisor
-Home-School Liaisons
-Migrant Parent Advisory Councils

D. Number of children participating from public school(s) 1206

E. Number of children participating from nonpublic school(s) N/A.
If nonpublic school children are not participating, please give the reason. No migrant students attend non-public schools

F. Grade level(s) or equivalent span of children receiving services 9 - 12

G. Number of staff in the program/project.
2 Counselors
3 Liaisons
2 MSRTS Clerks
1 Secretary
1 Administrator

teachers 12
aides 3
volunteers: _____

Describe the average educational (level) background, e.g., degree, experience, training of the teachers and education aides in the State, local, or Chapter 1 project. The average certified migrant staff member hold a Masters degree or a Bachelors plus 18; Two instructional Aides have one plus years of college; One Aide received a G.E.D.

H. School year(s) for which this program/project is being nominated (must include school 1987-88). 1984 - 1988

I. Estimated annual per pupil cost to conduct this program/project in school year 1987-88. $257.00

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J. What are the primary educational needs of the particular group of students served by your program/project? Please indicate how these needs were determined and whether there are ongoing procedures for reviewing their relevance.

The primary educational needs of migrant students in the Yuma Union High School District Migrant Program are the following:

a) accruing secondary credits towards graduation
b) improving oral language, reading, writing, and math skills of limited English proficient (LEP) students and migrant students identified as needing assistance in these instructional areas
c) teaching basic study skills, note-taking, test-taking, life skills, and the goal setting process
d) providing guidance and counseling to meet academic, vocational and social needs
e) assisting students with tests, reports, and homework in all content areas
f) providing basic health services and/or referrals when necessary
g) raising self-esteem and self confidence
h) teaching students to advocate for themselves

The primary educational needs of migrant students in the Y.U.H.S.D. Migrant Program are determined both formally (written) and informally (verbal) in the following ways:

1) A written program evaluation prioritizing services is conducted each spring by teachers, administrators, program staff, parents, students and community leaders.

2) Certified and classified staff, administrators, parents, students, and community leaders assess and evaluate the program informally throughout the year.

3) A formal needs assessment is conducted at migrant staff meetings, administrative meetings, and parent meetings.

4) The project director assesses and reports student scores on state mandated tests (Stanford Achievement Test (SAT), and Language Assessment Scales (LAS)) for the migrant annual report and the project proposal to determine student needs.

K. Describe how students are selected for services.

Students are selected for program services based on program eligibility and need. Active migrant students are served first (those students who come late and leave early) and their needs for instructional assistance are addressed before inactive (settled out, or status 3) student needs are met.

As the liaisons identify migrant students and assess needs identified by parents, the information is communicated to the program director, counselor, teachers, health office, administrator, or appropriate agency.

Counselors and teachers communicate student needs to the program director who addresses those needs with the administrators responsible for that particular area.